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ABSTRACT

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April, 1984. Designed to provide a profile of student performance on program objectives, the test was administered to a representative sample of students at each grade level. Teachers were given the option of testing additional students to compare their results to those of the provincial sample for each objective skill area. This document contains the test, test manual and scoring key for the grade 6 assessment. The 182-question, multiple choice test covers the four Social Studies program objectives: (1) knowledge, (2) values and attitudes, (3) thinking and research skills, and (4) social participation. The manual contains an overview of the assessment program, general test information, and specific directions for administering the test and returning test materials. While the answer key is provided, it is recommended that student answers be transcribed on provided answer sheets for machine scoring by Management Information Services, Manitoba Department of Education. (BS)

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ED257865

№ 14067

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 6

TM 850 332 (1983)

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APRIL 1984

Manitoba Education

NAME _____ _____
(LAST) (FIRST)

SCHOOL _____

PART ONE

READ THE QUESTION AND ALL THE CHOICES IN A QUESTION BEFORE SELECTING THE BEST ANSWER. MARK ALL ANSWERS ON THE ANSWER SHEET. YOUR TEACHER WILL DO THE FOLLOWING EXAMPLE WITH YOU.

Example (Mark you answer below, not on the answer sheet)

1. When travelling on water, the Native people of the Pacific Coast used

   A. canoes made from birch bark.

   B. umiaks made from seal skins.

   C. light wood boats with sails made of deer skin.

   D. boats made from woven grass and mud.

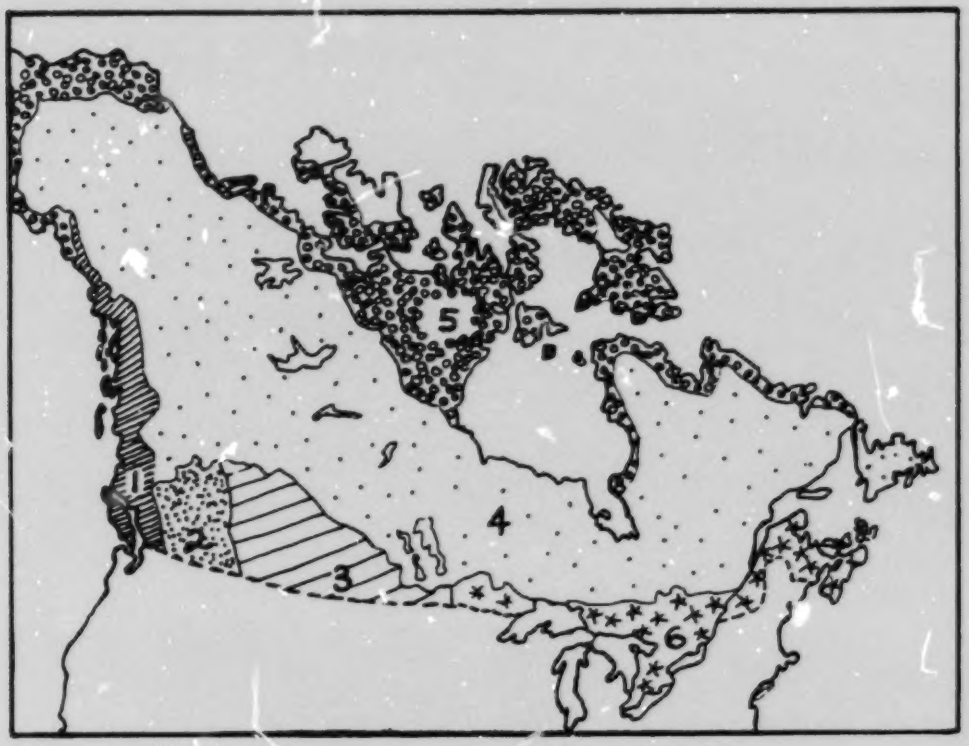
   E. canoes carved from cedar logs.

	A	B	C	D	E
1	①	②	③	④	⑤

If you wish to change an answer, erase your first choice completely and blacken in your new choice. There is only 1 BEST or CORRECT answer for each question.

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

QUESTIONS 1 to 5 ARE BASED ON THE FOLLOWING MAP



As Native people settled in what is now called Canada, six major cultural regions developed. These regions are shown on the above map.

1. Choose the name of culture region 5 on the map.

   A. Eastern Woodlands

   B. Arctic

   C. Subarctic

   D. Plains

   E. Northwest Coast

2. Choose the name of culture region 4 on the map.

   A. Eastern Woodlands

   B. Northwest Coast

   C. Subarctic

   D. Plains

   E. Arctic

3. Choose the name of culture region 3 on the map.

   A. Eastern Woodlands

   B. Plateau

   C. Subarctic

   D. Plains

   E. Arctic

4. Choose the name of culture region 6 on the map.

   A. Eastern Woodlands

   B. Northwest Coast

   C. Subarctic

   D. Plains

   E. Arctic

5. Choose the name of culture region 1 on the map.

   A. Eastern Woodlands

   B. Northwest Coast

   C. Subarctic

   D. Plateau

   E. Arctic

6. Early European explorers came to North America in search of

   A. a place to build factories.

   B. souls to save.

   C. pasture for cattle.

   D. a short cut to Asia.

   E. a clean environment.

7. Which of the following best describes the seigneural system in New France?

   A. The habitant and the seigneur had duties to each other

   B. The habitant had the most power in the seigneurial system

   C. It was the seigneur's duty to work three days a month for the habitant

   D. The habitants could vote for whom they wanted to be the seigneur

   E. The seigneur had to pay the habitants a fair wage for working the land

8. Which one of the following best describes the effect that French settlement had on the traditional way of life of Native people?

   A. There were no important changes in the traditional ways of life of Native people in Eastern Canada

   B. Many Native people turned to trapping fur bearing animals for trading purposes

   C. Most Native people moved away from Eastern Canada to the Prairies in search of better hunting areas

   D. Most Native people moved into the French settlements and became farmers

   E. Many Native people became skilled tradesmen and supplied the settlers with the goods they needed

9. Which one of the following resulted when the British defeated the French and took over control of New France?

   A. The French people in New France were expelled

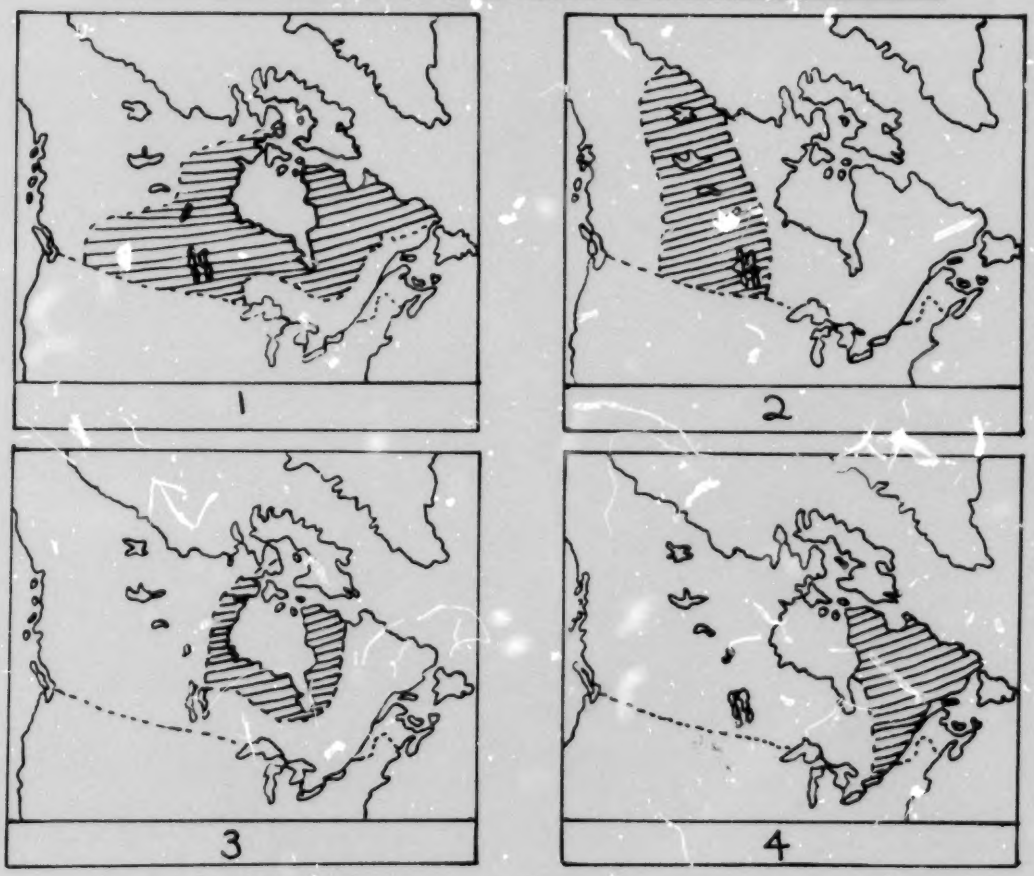
   B. It was against the law for anyone to speak French

   C. Large numbers of French settlers moved to the Thirteen Colonies

   D. Large numbers of French settlers moved to France

   E. Great Britain gained control of almost all of the Eastern half of North America

QUESTION 10 IS BASED ON THE FOLLOWING MAPS



10. Which map shows the area that was given to the Hudson's Bay Company for trading purposes?

   A. Map 1

   B. Map 2

   C. Map 3

11. These statements are about the effect of the fur trade on Native people. Which one is <u>not</u> correct?

A. Native people started using trade goods such as guns and iron pots

B. The fur trade encouraged Native people to become farmers

C. Native people caught new diseases from European traders

D. Native people became dependent on European foods such as flour and sugar

E. Trapping furs for trading led to a great decrease in the number of fur bearing animals

QUESTIONS 12 AND 13 ARE BASED ON THIS DRAWING

12. The drawing shows one of the ways that Loyalists were treated because of their beliefs. The people watching the event are <u>most likely</u>

A. New England Colonists.

B. British Soldiers.

C. English Canadians.

D. Spanish settlers.

E. French settlers.

13. Loyalists like this one were mistreated because they

A. insisted that the taxes imposed on the colonies by the British government were unfair.

B. had been caught selling whiskey to the Indians.

C. had been found guilty of trading illegally with the Spanish colonies.

D. wanted to become part of the Spanish colonies.

E. believed that the Thirteen Colonies should remain under British rule.

14. Which statement best describes something that happened when Loyalists moved to what is now called Canada?

A. The French felt that their way of life was threatened by the arrival of large numbers of English settlers

B. New lands were settled on the prairies

C. The French continued to outnumber the English

D. The French and the English formed one government

E. Slavery was done away with in what is now Canada

15. The term Metis refers to a person

A. of Indian ancestry.

B. of European ancestry.

C. who is involved in the fur trade.

D. who is involved only in government.

E. of European and Indian ancestry.

16. The fur trade was important in the lives of the Metis because many of them

A. gave up farming to become trappers.

B. worked in some part of the fur trade.

C. were forced to leave the West as the fur trade grew.

D. became owners of fur trading companies.

E. formed organizations to protect fur bearing animals.

17. Pemmican is

A. a type of berry pie made on the prairies.

B. an article of clothing worn by the Indians of the Plains.

C. dried buffalo meat mixed with berries.

D. a crop grown by the Metis.

E. another name for bannock.

18. The Selkirk settlement at Red River threatened the

A. Metis' buffalo hunting.

B. Metis land claims.

C. Metis culture.

D. fur trade.

E. All of the above.

19. The Red River settlement was started by

A. Louis Riel.

B. Thomas Scott.

C. Governor Semple.

D. Lord Selkirk.

E. Miles MacDonell.

20. The fur trading companies were against the setting up of the Red River settlement because it might result in

A. a large drop in the amount of money the companies could get for their furs.

B. the Metis becoming the only people involved in the fur trade.

C. the Selkirk Settlers taking over the fur trade.

D. the Indians of the area becoming the only people involved in the fur trade.

E. fur bearing animals being driven away from the area.

21. The building of the railroad across Canada

A. encouraged trade between the provinces.

B. improved communication between different parts of the country.

C. increased settlement in the West.

D. helped to stop the United States from taking over what is now the Canadian West.

E. All of the above.

22. 1867 is important because it is the year that

A. the United States was established.

B. the United States joined Canada.

C. France and Britain went to war.

D. Canada became a country.

E. Manitoba became a province.

23. Sir John A. Macdonald was Canada's first

A. school principal.

B. prime minister.

C. king.

D. lieutenant governor.

E. explorer.

24. Manitoba became a province in the year

A. 1840.

B. 1867.

C. 1870.

D. 1905.

E. 1910.

25. Which one of the following was <u>not</u> an event leading up to Manitoba becoming a province?

A. Louis Riel and the Metis set up their own government and drew up a Bill of Rights

B. A Canadian government survey team was stopped by Louis Riel and the Metis

C. Louis Riel and the Metis decided to become farmers

D. Thomas Scott and others were jailed by Louis Riel and the Metis; Scott was executed

E. Louis Riel and the Metis stopped Lieutenant-Governor McDougall from entering the Red River Settlement

26. Louis Riel was important to the Metis because he

A. was a priest who lived among them.

B. convinced them not to rebel against the government of Canada.

C. was a skilled leader of the buffalo hunt.

D. helped join them together in their struggle to protect their rights and way of life.

27. As a result of being moved on to reserves, Native people

A. were given important jobs in government.

B. were able to hunt over greater areas.

C. became more dependent on the Canadian government for help.

D. became more dependent on the buffalo as a source of food.

E. had full control over how their reserves were run.

28. A number of problems arose when the buffalo nearly disappeared from the plains. Which statement is not correct?

A. An important source of food was threatened

B. The pemmican trade was threatened

C. A supply of material for clothing was threatened

D. A means of transportation was threatened

E. A supply of material for shelter was threatened

29. Many people moved from Europe to Western Canada in the late 1800's because

A. they did not have religious freedom in their homeland.

B. Europe was crowded.

C. free land was promised.

D. they were unemployed in their homeland.

E. All of the above.

30. During their first year or so on the prairies new settlers often lived in a sod house. A sod house was made of

A. wood and nails.

B. grass and earth.

C. stone and mortar.

D. bricks and mortar.

E. cement blocks and stucco.

31. There was increasing industrialization in Canada in the late 1800's. This affected the lives of Canadians in many ways. Which one of these statements is <u>not</u> correct?

A. There was a greater supply of manufactured goods

B. Workers began to form unions

C. Work in factories was dirty and dangerous

D. Most factory owners were in favour of unions

E. More complex farming tools were developed

32. Choose the statement which best describes the life of women during the late 1800's.

A. Many women voted in elections

B. Many women held high government jobs

C. Only a few jobs and professions were open to women

D. Women generally had the same rights and privileges as men

E. Only the poorest land was given to women for settlement

33. Choose the statement that <u>best</u> describes the life of children during the late 1800's.

A. Most children had more privileges and rights than children do now

B. Children were paid nearly as much as adult workers

C. Children rarely helped with planting and harvesting

D. Children often worked alongside adults in many different jobs

E. Children were required to complete high school

34. During World War I, what did the word <u>conscription</u> mean?

A. Many men were forced to join the armed forces

B. Women were encouraged to become army nurses

C. People had to contribute money to the armed forces

D. Money was donated to the armed forces

E. People manufactured supplies for the armed forces

35. The use of assembly lines in Canadian factories resulted in

A. most workers having more varied and interesting jobs.

B. most workers having repetative and less interesting jobs.

C. most workers having more control over how fast they worked.

D. most workers being against the idea of unions.

E. most factory owners encouraging workers to join trade unions.

36. What does the term Soup Kitchen tell you about life during the Depression?

A. Many people couldn't afford to buy houses

B. Many people couldn't afford to buy clothes

C. Many people could only eat soup

D. Many people couldn't afford to buy food

E. Many people could only eat in the kitchen

37. During the Depression, many farmers

A. made more money because people needed food so badly.

B. lost their farms because they could not pay their bills.

C. had unusually good crops but were unable to sell them.

D. sold their farms for a good price and left farming.

E. All of the above.

38. When large numbers of Canada's young men joined the armed forces to fight in World War II

A. many factories had to close down because of lack of workers.

B. many school children had to go to work in the factories.

C. many factories became smaller.

D. many women went to work in factories.

E. many women lost their factory jobs.

39. Mr. Brown worked ten years for a trucking company. He was a hard worker but because business was poor, he was laid off. What might be the effects upon his family?

A. Mr. Brown might be more impatient

B. Mr. Brown's wife might have to work

C. The children might not get their allowance

D. The family might have to move

E. All of the above

40. In the days when your grandparents were your age, a teacher could have used

A. a television set.

B. a pocket calculator.

C. a chalkboard.

D. an overhead projector.

E. a computer.

DO NOT GO TO THE NEXT PAGE UNTIL ASKED TO DO SO.

SECOND PART

IN THIS PART OF THE TEST YOU ARE TO GIVE YOUR OPINIONS ABOUT DIFFERENT STATEMENTS PEOPLE HAVE MADE.

REMEMBER THAT YOU ARE NOT LOOKING FOR A RIGHT ANSWER. DIFFERENT PEOPLE HAVE DIFFERENT OPINIONS ABOUT THESE THINGS. PLEASE GIVE YOUR OWN OPINIONS.

YOUR TEACHER WILL DO THE EXAMPLES ON PAGES 16 AND 17 WITH YOU.

THE FIRST QUESTION IN THIS SECTION IS NUMBER 41. BE SURE TO BEGIN WITH NUMBER 41 ON YOUR ANSWER SHEET.

A. There are many different people in Canada. Do you think everyone should have the same rights and freedoms or should some people be treated differently? Please do this example with your teacher.

Example: They should have:	More rights and freedoms than everyone else.	Exactly the same as everyone else.	Fewer rights and freedoms than everyone else.	No rights and freedoms	I don't know.
1. Mail carriers	A	B	C	D	E
Example:	A B C D E 1 ① ② ③ ④ ⑤				

START HERE: Please mark your answer sheet to show how you think each group should be treated.

They should have:	More rights and freedoms than everyone else.	Exactly the same as everyone else.	Fewer rights and freedoms than everyone else.	No rights and freedoms.	I don't know.
41. Police	A	B	C	D	E
42. Religious leaders	A	B	C	D	E
43. Ex-prisoners	A	B	C	D	E
44. Immigrants	A	B	C	D	E
45. Native People	A	B	C	D	E
46. Children	A	B	C	D	E
47. Factory Workers	A	B	C	D	E
48. Leaders of big business corporations	A	B	C	D	E
49. Military leaders	A	B	C	D	E
50. Unemployed people	A	B	C	D	E
51. People who are against the government	A	B	C	D	E
52. Doctors	A	B	C	D	E

B. Here are some things people have said about such topics as Canada and its history, and about themselves and other people. You may agree with some of them and disagree with others. Sometimes you will agree or disagree strongly. At other times you may be undecided.

Examples:

1. People should be allowed to smoke in public places.

   A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

2. Video arcades should not be permitted to operate near schools.

   A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

Examples:

1 A B C D E
  ① ② ③ ④ ⑤

2 A B C D E
  ① ② ③ ④ ⑤

START HERE: Please mark your answer sheet to show how you feel about each statement.

53. When an important old building is destroyed, the people in the community have suffered a serious loss.

    A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

54. Studying Canadian history is interesting.

    A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

55. After they defeated the French on the Plains of Abraham, it would have been better if the English had forced French Canadians to adopt the English language and culture.

    A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

56. People of certain races should be kept out of important positions in our country.

    A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

57. People of certain religions should be kept out of important positions in our country.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

58. Knowing something about Canadian history probably won't be very useful to me when I grow up.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

59. Doing well at school work is usually a matter of luck.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

60. If people own historic old buildings and they want to tear them down they should be allowed to do it.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

61. New technologies, such as railways and farm tractors, did more good than harm in Canada.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

62. Women should run for election and take part in government the same as men do.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

63. Setting up reserves for Native people was a fair thing for the Canadian government to do.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

64. During the times when many new immigrants were coming to Canada, the government should have been careful to let in to the country only those people whose beliefs and ways of life were the same as the people already here.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

65. Citizens must always be free to criticize the government.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

66. Canada was a better place to live before there was any television.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

67. I succeed at school work when I really put my mind to it.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

68. Workers had good reasons for starting up unions in Canada in the early 1900's.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

69. People should learn about the history of their community and country.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

70. Spending people's tax money on museums is important.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

71. New immigrants to Canada have been treated fairly by Canadians over the years.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

72. Good luck and powerful friends are a lot more important than hard work and brains when it comes to being successful.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

73. Knowing something about Canadian history will help me understand Canada as it is today.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

74. Every community should try to save its most important historical buildings.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

75. Swimming pools should admit people of all races and nationalities to swim together in the same pool.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

76. Individuals weren't able to change things much during Canada's history.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

77. Some people, like lawyers and doctors, are more valuable to their community and country than other people.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

78. People who disagree with the government should be allowed to meet and hold public protests.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

79. If I wanted to, I could get someone in the government to listen to my ideas.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

80. If people would quit complaining and get active, they could change what the government does.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

81. If people have brains and work hard they will probably be successfu

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

82. The Metis were treated fairly by John A. Macdonald and his government and should not have started a rebellion.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

83. No matter what people's color, religion or nationality, if they are qualified for a job, they should get it.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

84. Newspapers and magazines should be allowed to print anything they want except military secrets.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

85. European settlers had the right to claim land already occupied by Native people.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

STOP

THIS IS THE END OF THE SECOND PART.

THIRD PART

IN PART III YOU WILL STUDY A SOURCE OF INFORMATION SUCH AS A PARAGRAPH OR A MAP, AND ANSWER QUESTIONS ON IT. ANSWER NUMBERS 101 TO 133 ON THE REVERSE SIDE OF THE ANSWER SHEET. THE QUESTIONS ON PAGE 37 ARE TO BE ANSWERED IN THIS BOOKLET.

YOUR TEACHER WILL DO THE FOLLOWING EXAMPLE WITH YOU.

Example

Question 1 is based on the following paragraph.

Clifford Sifton, the minister responsible for immigration from 1896 to 1905, said

> I do not care what language a man speaks, or what religion he professes, if he is honest and law-abiding, if he will go on that land and make a living for himself and his family, he is a desirable settler for the Dominion of Canada.

Quoted in Jean Bruce, The Last Best West (Toronto, 1976), p. 18.

1. Sifton appears to have believed that

   A. all immigrants should speak the English language.

   B. all immigrants to the Dominion of Canada should be hard-working European peasants.

   C. as long as immigrants were honest and hard-working, it did not matter what country they came from.

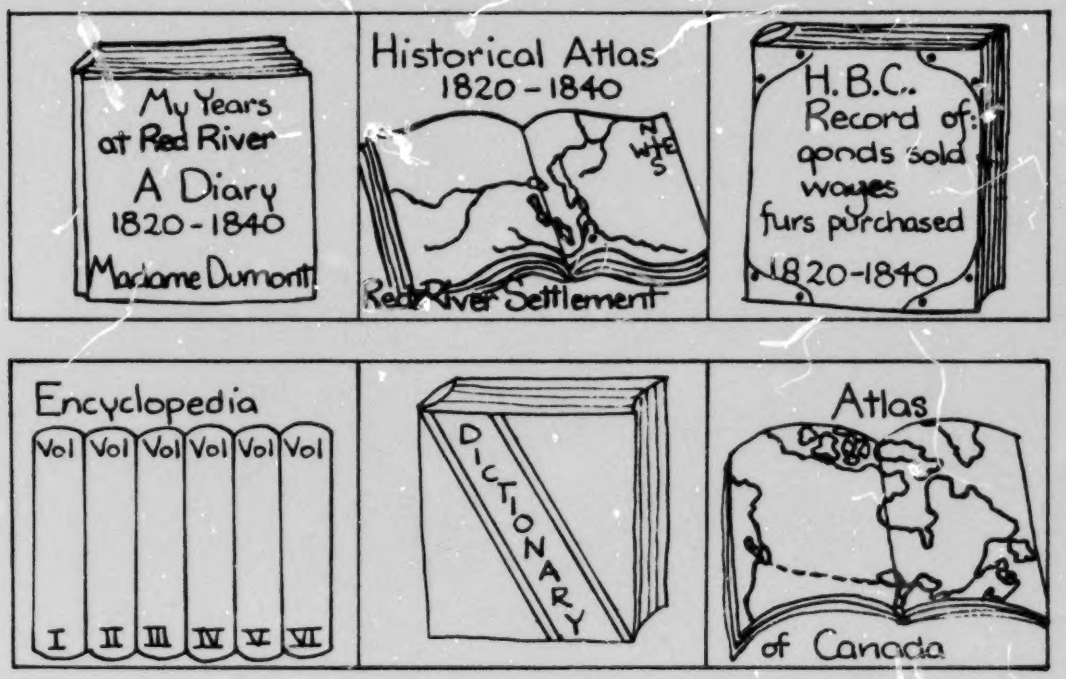
   D. all immigrants to the Dominion of Canada should be religious.

   E. None of the above.

Example

	A	B	C	D	E
1	①	②	③	④	⑤

QUESTIONS 101 - 106 ARE BASED ON THESE DRAWINGS OF DIFFERENT SOURCES OF INFORMATION



Which of the above sources of information would be the best to go to find out about each of the following topics.

101. The location of wagon roads in and around the Red River settlement in 1830.

A. My Years at Red River: A Diary, 1820 - 1840, by Madame Dumont

B. Historical Atlas: Red River Settlement, 1820 - 1840

C. Atlas of Canada

D. Hudson's Bay Company Records

E. Encyclopedia

102. The daily life of a pioneer woman in the Red River Settlement during the 1830's.

A. My Years at Red River: A Diary, 1820 - 1840, by Madame Dumont
B. Encyclopedia
C. Hudson's Bay Company Records
D. Dictionary
E. Historical Atlas: Red River Settlement, 1820 - 1840

103. The location of major rivers in Canada.

A. Historical Atlas: Red River Settlement, 1820 - 1840
B. Dictionary
C. My Years at Red River: A Diary, 1820 - 1840, by Madame Dumont
D. Hudson's Bay Company Records
E. Atlas of Canada

104. The meaning of the word homestead.

A. Hudson's Bay Company Records
B. Historical Altas: Red River Settlement, 1820 - 1840
C. My Years at Red River: A Diary, 1820 - 1840, by Madame Dumont
D. Atlas of Canada
E. Dictionary

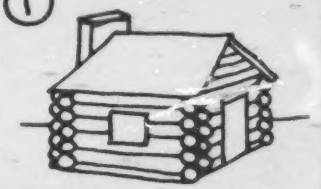
105. The amount paid for beaver pelts in 1830.

A. My Years at Red River: A Diary, 1820 - 1840, by Madame Dumont
B. Historical Atlas: Red River Settlement, 1820 - 1840
C. Hudson's Bay Company Records
D. Atlas of Canada
E. Dictionary

106. Lord Selkirk and what he had to do with getting people to settle in the Red River area.

A. My Years at Red River: A Diary, 1820 - 1840, by Madame Dumont
B. Dictionary
C. Atlas of Canada
D. Encyclopedia
E. Historical Atlas: Red River Settlement, 1820 - 1840

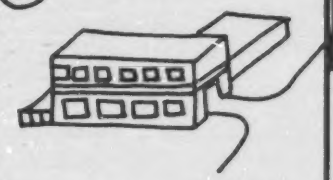
QUESTIONS 107 AND 108 ARE BASED ON THE FOLLOWING DRAWINGS

① 

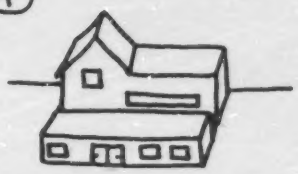
Austin Museum
- log houses
- church
- blacksmith shop
- livery stable
- post office
- schools
- an elevator
- railway station

②

Churchill Museum
- Eskimo artifacts
- survival tools in stone, bone, ivory and metal
- wildlife exhibits

③ 

Gimli Museum
- Icelandic and Ukranian pioneer materials
- history of fishing on Lake Winnipeg

④ 

Flin Flon Museum
- mining equipment
- ore samples
- artifacts

⑤

Melita Museum
- Indian artifacts
- prehistoric pottery

107. Which museum would be the <u>best</u> one to visit to find out about early commercial fishing methods in Manitoba?

A. Austin Museum

B. Churchill Museum

C. Gimli Museum

D. Flin Flon Museum

E. Melita Museum

108. Which museum would be the best one to visit to find out about how European settlers lived on the prairies?

A. Austin Museum

B. Churchill Museum

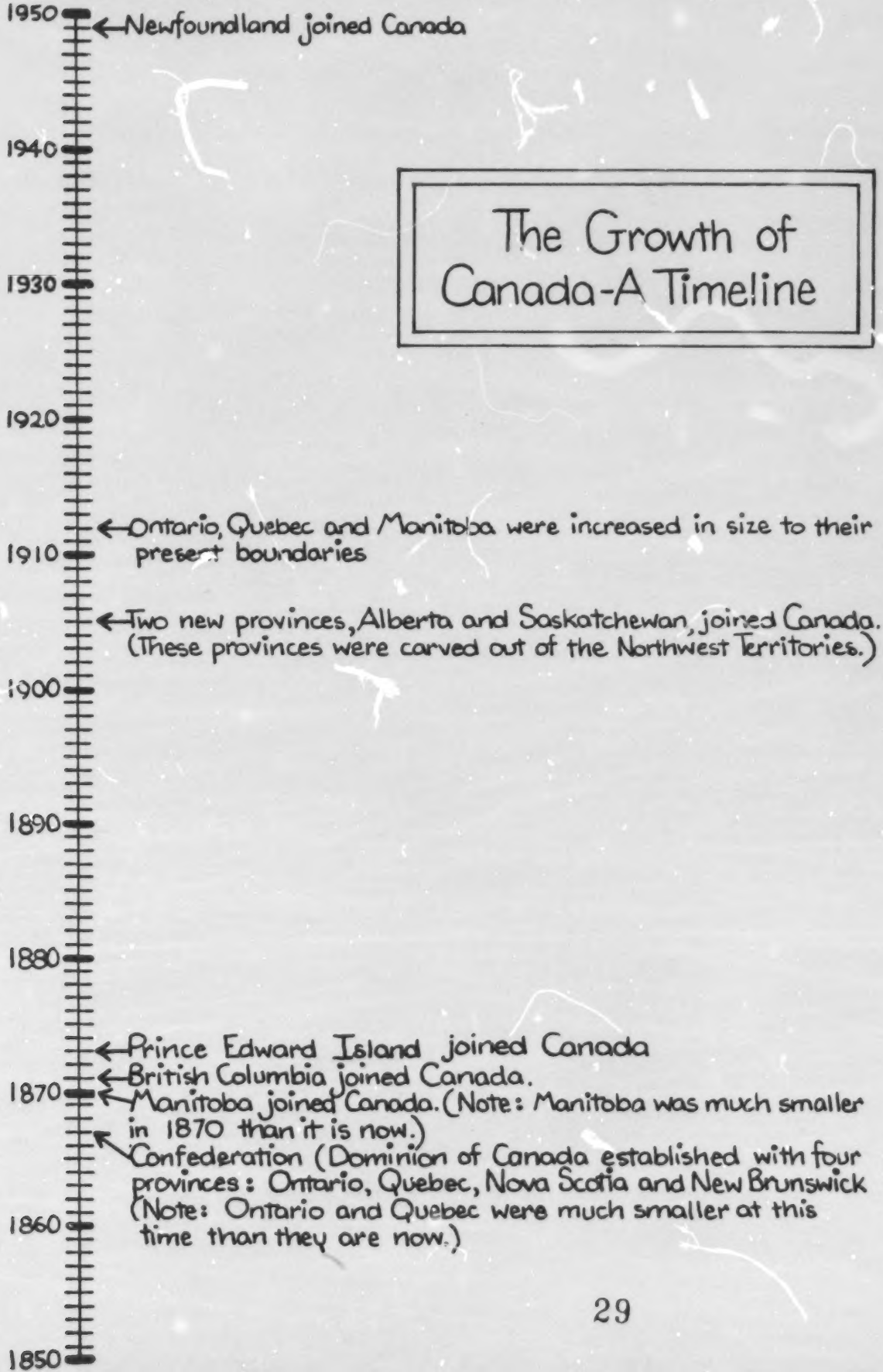
C. Gimli Museum

D. Flin Flon Museum

E. Melita Museum

QUESTIONS 109 TO 113 ARE BASED ON THIS TIMELINE

The Growth of Canada-A Timeline


1950
Newfoundland joined Canada
1940
1930
1920
Ontario, Quebec and Manitoba were increased in size to their present boundaries
1910
Two new provinces, Alberta and Saskatchewan, joined Canada. (These provinces were carved out of the Northwest Territories.)
1900
1890
1880
Prince Edward Island joined Canada
British Columbia joined Canada.
1870
Manitoba joined Canada. (Note: Manitoba was much smaller in 1870 than it is now.)
Confederation (Dominion of Canada established with four provinces: Ontario, Quebec, Nova Scotia and New Brunswick (Note: Ontario and Quebec were much smaller at this time than they are now.)
1860
1850

109. The timeline shows that Ontario, Quebec and Manitoba were increased to their present size in

A. 1867
B. 1870
C. 1905
D. 1912
E. 1949

110. The timeline shows that Manitoba joined Canada in

A. 1867
B. 1870
C. 1871
D. 1873
E. 1905

111. How many provinces were in Canada before British Columbia joined?

A. 1
B. 2
C. 3
D. 4
E. 5

112. According to the timeline, what was the next province to join Canada after Alberta and Saskatchewan?

A. British Columbia
B. Manitoba
C. Quebec
D. Newfoundland
E. Prince Edward Island

113. According to the timeline, how many years did it take for Canada to grow from four provinces to ten provinces?

A. About 20 years
B. About 40 years
C. About 80 years
D. About 70 years
E. About 110 years

QUESTIONS 114 TO 116 ARE BASED ON THE FOLLOWING STATEMENTS ABOUT RIEL

I Louis Riel led two rebellions in the West; one in 1869 and a second in 1885. That same year, 1885, Riel was captured, tried and hanged.

II In 1870 Riel managed to get Manitoba recognized as Canada's fifth province. Riel was a very good leader and politician.

III Riel was a better politician than he was a military leader. Without the skilled help of his general, Dumont, the second rebellion would have ended even sooner than it did.

114. Statement I provides

A. only factual information.

B. only someone's opinion.

C. both factual information and someone's opinion.

115. Statement II provides

A. only factual information.

B. only someone's opinion.

C. both factual information and someone's opinion.

116. Statement III provides

A. only factual information.

B. only someone's opinion.

C. both factual information and someone's opinion.

QUESTIONS 117 TO 119 ARE BASED ON THE FOLLOWING INTERVIEW

In 1886 John Gale answered the following questions about his job.

Q. I see that you have lost one of your arms?
A. Yes, my right arm.

Q. How did that occur?
A. It was an accident in a sawmill.

Q. How old were you then?
A. Between eleven and twelve years of age.

Q. Were there any other boys working there at the time you met with this accident, about your age?
A. Yes.

Q. What were you getting at the time you worked there?
A. I was only getting 25 cents a day.

Q. What were you engaged at when you lost your arm?
A. Taking blocks away from the circular saw.

Q. These were large saws?
A. Yes

Q. How large were they?
A. About 2 feet (61 cm) in diameter.

Q. Two feet (61 cm) through?
A. Yes

Q. These other small boys, were they engaged in the same business as you were when you lost your arm?
A. Yes

Q. Your employer did not do anything at all for you?
A. No.

Q. As you are now, can you earn your living?
A. No; not unless I learn something - not unless I get an education.

Q. Do you know of any other boys having received accidents?
A. Yes; about two months after a boy was working in the mill, where I was, and he got both his legs and arms taken off.

117. John Gale lost his arm while working in
- A. a cigar factory.
- B. a blacksmith shop.
- C. a sawmill.
- D. a fish packing plant.
- E. a locomotive plant.

118. At the time of his accident John Gale was
- A. between 14 and 15 years old.
- B. between 16 and 17 years old.
- C. over 20 years old.
- D. between 11 and 12 years old.
- E. about 35 years old.

119. Which one of the following titles is the best one for this interview?
- A. Wages earned by children in the 1880's
- B. Dangerous Working Conditions for Children in the 1880's
- C. Sawmills of the 1880's
- D. Preparing Children for the Workplace
- E. How to Manage a Sawmill

QUESTIONS 120 TO 122 ARE BASED ON THE FOLLOWING BAR GRAPH

120. Which city had the smallest number of people in 1901?

A. Winnipeg

B. Calgary

C. Edmonton

D. Regina

E. They were equal

121. Which city had the greatest increase in number of people between 1901 and 1911?

A. Winnipeg

B. Calgary

C. Regina

D. Edmonton

E. They all increased by the same amount

122. Which of the following would be the best title for this graph?

A. Climate and Population in the West (1901 - 1921)

B. Population Growth and the Railways (1901 - 1921)

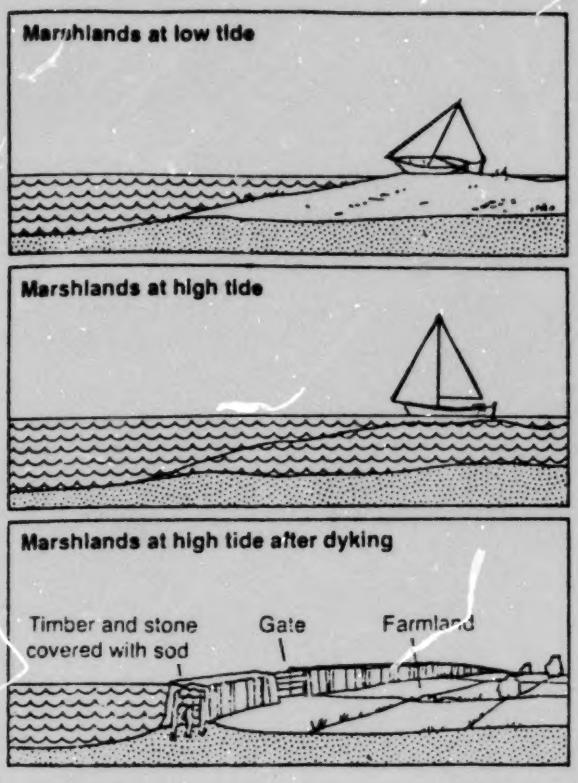
C. The Growth of Cities in Western Canada (1901 - 1921)

D. Population Growth and Farm Size (1901 - 1921)

E. Shrinking Cities in Canada's West (1901 - 1921)

QUESTIONS 123 TO 127 ARE BASED ON THE FOLLOWING PARAGRAPH AND DRAWINGS

The Acadians drained the marshlands of the Bay of Fundy by building dykes to keep the sea water out. The dykes were made of rows of large logs driven into the ground and then covered with earth and sod. The work could only be done when the tide was low and was very time-consuming. A sluice or gate was necessary to allow water to escape as the tide went out. A good crop could be planted after the rain had washed the salt from the soil. Dyking was expensive and took a lot of time. A number of men had to work together to accomplish it.



123. Once a dyke had been built, the soil could be planted when

A. the men had rested enough.

B. the tide was low.

C. the tide was high.

D. the rain had washed out the salt.

E. the sluice gate was open.

124. What was the advantage of dyking the marshlands this way?

A. Fertile land was made available for the use of the settlers

B. The dykes could be used for defence purposes in case of attack

C. Fishing in the Bay of Fundy was made easier

D. Dykes could be used as highways joining Acadia with New France

E. The dykes provided protection from storms

125. Which one of the following statements can be supported by the information in the paragraph about building dykes?

A. The Acadians were very religious people

B. The Acadians wanted to protect their freedom

C. The Acadians were very war-like

D. The Acadians always obeyed the law

E. The Acadians were inventive farmers

126. According to the information in the paragraph on building dykes, the Acadians

A. would have preferred to increase the size of their farms by clearing timber from new land.

B. competed with one another to see who could get the best land.

C. co-operated in building the dykes.

D. would have preferred to settle in Quebec.

E. preferred fishing to farming.

127. What would be one <u>likely</u> result of the Acadians' being involved in the work of building the dykes?

A. They would become fur traders and lumberjacks

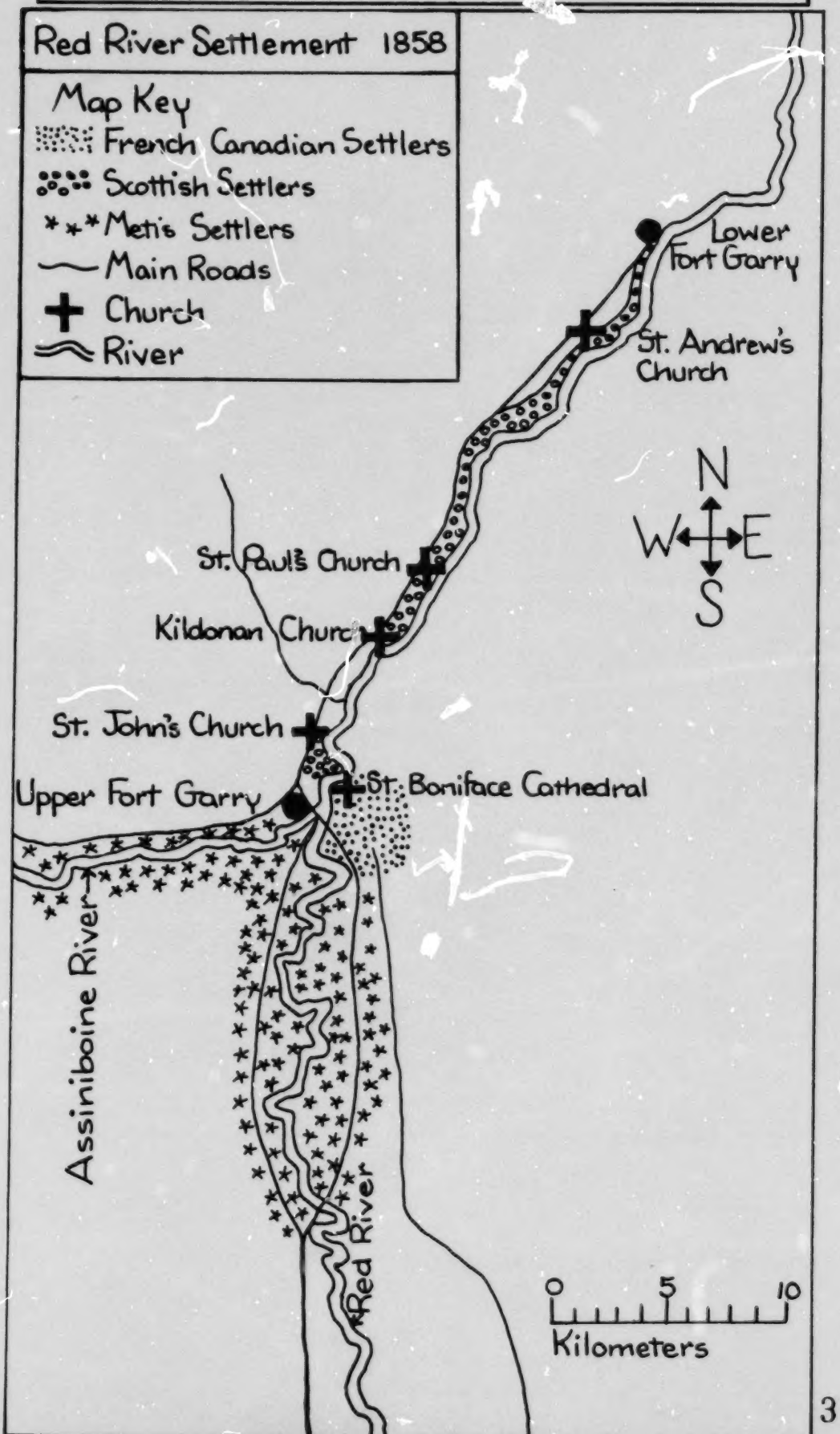
B. They would feel no sense of identity with their land

C. They would want to sell their land to English newcomers

D. They would lose interest in such a difficult method of farming

E. They would feel strong ties to the farmland they had created

QUESTIONS 128 TO 133 ARE BASED ON THE FOLLOWING MAP



128. If you travelled from Upper Fort Garry to Lower Fort Garry, in what direction would you be going?

A. South
B. South West
C. West
D. North East
E. East

129. Which group of settlers was probably largest at this time?

A. French-Canadian settlers
B. Scottish settlers
C. Metis settlers
D. Ukranian settlers
E. The groups were probably roughly equal

130. How many churches are shown on this map?

A. 10
B. 5
C. 3
D. 4
E. 8

131. Which statement best describes the location of most of the French Canadian settlers? They settled

A. east of Upper Fort Garry.
B. within one kilometer of St. Paul's Church.
C. north of the Assiniboine River.
D. south of the Assiniboine River.
E. north of Lower Fort Garry.

132. If you travelled by the main road from Upper Fort Garry to Lower Fort Garry, about how far would you have gone?

A. About 5 kilometers
B. About 15 kilometers
C. About 30 kilometers
D. About 50 kilometers
E. About 75 kilometers

133. Which statement best describes the locations of most of the main roads?

A. They followed the rivers
B. They wandered across the prairie
C. They were laid out in city blocks
D. They ran parallel to each other
E. They ran in an east-west direction

QUESTIONS a) AND b) ARE BASED ON THE FOLLOWING PAIR OF PHOTOGRAPHS

1.

2.

THESE QUESTIONS ARE TO BE ANSWERED ON THIS PAGE,
NOT ON THE ANSWER SHEET

a) These photographs are both of the same street in Edmonton. They were taken several years apart. Which one was taken first? Circle the letter that is beside your choice.

A. Photograph 1

B. Photograph 2

b) Name or describe all the things in the photographs that you think prove which photograph was taken first.

A. _____

B. _____

C. _____

D. _____

STOP PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

FOURTH PART

IN THIS PART OF THE TEST YOU ARE TO SAY WHAT YOU THINK ABOUT DIFFERENT PROBLEMS AND STATEMENTS.

REMEMBER THAT IT IS YOUR OWN OPINION THAT IS BEING ASKED FOR.

READ THE INSTRUCTIONS WITH EACH SET OF QUESTIONS AND MARK YOUR ANSWERS ON THE ANSWER SHEET. BEGIN ON YOUR ANSWER SHEET AT NUMBER 134.

A. READ QUESTIONS 134 TO 137 AND MARK WHAT YOU THINK ARE THE BEST ANSWERS ON YOUR ANSWER SHEET.

134. Suppose that you and your friends are playing a game and some of you want to change one of the rules of the game or make a new rule. How would the group decide? (Pick the one that you think would happen most often.)

A. We would talk about it until we all agreed

B. There are generally one or two persons in the group who would decide

C. We would go and ask someone to decide the rules for us

D. We would try the new rule and see if it makes for a better game

E. We would talk about it, and then take a vote

135. Suppose that you and your friends were planning to go on a hike or a trip in your spare time. How would the group decide where to go? (Pick the one that you think would happen most often.)

A. We would talk about it until we all agreed

B. There are generally one or two persons in the group who would decide

C. We would go and ask someone to decide for us

D. We would accept the advice of someone who had been there before

E. We would talk about it, and then take a vote

136. Suppose you and your friends had a club, and the club needed a leader. How would your group choose the leader? (Pick the one that you think would happen most often.)

A. We would talk about it until we all agreed

B. A good leader would come forward naturally

C. We would talk about it, and then take a vote

D. We would try out different leaders until we found the best one

E. We would ask someone to decide for us

137. Suppose that you and your friends had collected some money. How would your group decide what to use the money for? (Pick the one that you think would happen most often.)

A. We would talk about it until we all agreed

B. The leaders of our group would decide what to do

C. We would go and ask someone to decide for us

D. We would talk about it, and then take a vote

E. We would wait until we knew more and had some new ideas

B. **FOLLOW THESE INSTRUCTIONS FOR QUESTIONS 138 TO 146**

Here are some things which some young people do in their communities.

- For each one of these things that you <u>have done</u> in the past year mark A for YES on your answer sheet.
- For each one that you <u>have not done</u> in the past year mark B for NO on your answer sheet.

138. Have you tried to get elected in your school to be a club chairperson or secretary or class president, or something like that?

A Yes B No

139. Have you helped to collect money for a good cause?

A Yes B No

140. Have you borrowed a book from the library to understand more about current events?

A Yes B No

141. Have you found out something for yourself about how the town or city council does its work?

A Yes B No

142. Have you asked your parents questions about different political parties or a current problem?

A Yes B No

143. Have you worked with others in order to improve something in your school or neighborhood?

A Yes B No

144. Have you written a letter to a newspaper or a politician explaining your point of view on a problem?

A Yes B No

145. Have you read a newspaper in order to find out about a problem?

A Yes B No

146. Have you used radio or television news in order to find out about a problem?

A Yes B No

C. **FOLLOW THESE INSTRUCTIONS FOR QUESTIONS 147 TO 163**

Here are some things students say about their Social Studies classes. Please read each statement and the mark your answer sheet to show how often you think each of these things happens in your Social Studies classes.

147. In Social Studies classes, great importance is placed on learning facts.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

148. The students like Social Studies classes.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

149. More importance is placed on why things happened than on memorizing facts.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

150. In Social Studies classes we must memorize dates or definitions.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

151. Students bring up current events for discussion in class.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

152. Students work in groups on projects.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

153. Students go on field trips, such as going to a museum or historical site.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

154. Visitors come to class to share their experiences.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

155. Students take notes from the board or an overhead projector.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

156. Students read textbooks and answer questions.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

157. When studying about a time or problem in history, students use other sources of information as well as the textbooks.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

158. The teacher lectures or talks about the things being studied.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

159. Students ask questions about what is being studied.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

160. There are discussions in which students are encouraged to take part.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

161. Students work on projects to improve things in their school or neighbourhood.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

162. Students let people in the community know what they are learning by displaying their projects in their school or in the neighbourhood.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

163. Students let people know how they feel about a problem by writing letters to the newspaper or phoning in to radio hot-line shows.

A. Very Often B. Often C. Sometimes D. Rarely E. I Don't Know

D. For the rest of this test, you are to give your opinions about different statements.

- You may agree with some and disagree with others.
- You may agree or disagree strongly.
- You may be undecided about some.

Mark your answer sheet to show how you feel about each statement.

Remember, you are not looking for right answers. Please give your opinion.

WHAT DO YOU THINK A GOOD CITIZEN IS? SHOW WHAT YOU THINK BY MARKING YOUR OPINION ABOUT STATEMENTS 164 TO 171 ON YOUR ANSWER SHEET.

164. A good citizen gets other people to vote in elections.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

165. A good citizen studies hard in school.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

166. A good citizen joins a political party.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

167. A good citizen is always polite.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

168. A good citizen works hard.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

169. A good citizen works to get politicians to do what he or she wants them to do.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

170. A good citizen criticizes the government when he or she feels it is necessary.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

171. A good citizen has good table manners.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

E. Imagine that the government in your community decided to let a company tear down an historic old building and put up a new office building in its place. If a lot of people were against tearing the old building down, how would you feel about them doing each of the following things?

SHOW WHAT YOU THINK BY MARKING YOUR OPINION ABOUT STATEMENTS 172 TO 177 ON YOUR ANSWER SHEET.

172. Trying to stop the company by picketing the building site.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

173. Writing letters and phoning members of the government.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

174. Trying to stop the company by getting in the way of workers and machinery.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

175. Writing letters to the newspaper.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

176. Taking part in protests such as marches.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

177. Signing petitions.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

F. Here are some things people say about working in groups and taking part in their community.

SHOW HOW YOU FEEL BY MARKING YOUR OPINION ABOUT STATEMENTS 178 TO 182 ON YOUR ANSWER SHEET.

178. I know how to work in a group so that the group can achieve its goals.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

179. I know how to go about letting people in the local government know my opinion.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

180. If I want to get my opinions printed in the newspaper I know how to go about it.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

181. If I need to find out about a problem in my community I know how to go about it.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

182. If I want to work with others to try to change something in my school or community I know how to go about it.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

THIS IS THE END OF THE TEST

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 6

MANUAL

CONTENTS PAGE

General Test Information 1
Administering the Test 3
FIRST PART 4
SECOND PART 6
THIRD PART 8
FOURTH PART 10
Return of Test Materials 12
Sample Answer Sheet (side 1) 13

TM 850 332 (273)

APRIL 1984

Manitoba Education

THE ASSESSMENT PROGRAM

The purposes of the provincial student assessment program in Social Studies, as well as in other subject areas, are:

> to provide information on the level of student achievement to various levels of government, to the public, and to educators;
>
> to obtain data on student achievement that will assist in curriculum and program improvement at both the provincial and local levels;
>
> to provide assistance for teachers in the evaluation of their own students; and
>
> to assist school divisions in both student and system evaluation.

The Curriculum Development and Implementation Branch is conducting an assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12. The purposes of this assessment are consistent with those of the overall assessment program. The intent is to gather information on a province-wide basis; therefore, the tests will be administered to a representative sample of students at each grade level. No individual students, classrooms, schools or divisions will be identified in reports on the assessment--only province-wide data will be reported.

The testing materials and reports are designed to provide a profile of student group performance on a number of program objectives. Teachers have been given the option of testing students in addition to those in the sample and of comparing their results to those of the province. This comparison can be made for each objective or skill area designated in the assessment.

The sample is representative of students of all ability levels from the province as a whole. In any given classroom, students selected may not be representative of all ability levels because only a limited number is taken from each classroom.

An important aspect of the assessment procedure is the involvement of practising classroom teachers. This occurs in several ways:

> teacher representation on the Joint Committee on Evaluation and on the Social Studies Technical Advisory Committee,
>
> teacher assistance in the identification and prioritization of objectives for assessment and in the interpretation of the results (meetings are held in several locations in Manitoba, before and after each assessment, with invitation for representation from all divisions and districts), and
>
> the provision of additional tests for teachers and schools wishing to test students other than those in the sample.

GENERAL TEST INFORMATION

1. Please read all instructions carefully before administering the test to your students. It is important and it helps the students if you are familiar with what is required.

2. Students are to answer all questions except a) and b) on page 37 (PART III - second sitting) on a separate NCS machine scoreable answer sheet.

3. Students must use pencils to indicate their answers on the answer sheets. Ball point pens should NOT be used.

4. You may pronounce a word for a student but you should not explain meanings or provide any other assistance in clarifying questions.

5. There is no penalty for guessing. Students may guess if they are not completely sure of the right answer. In those parts of the test which require that students give their opinion, they should mark UNDECIDED if they have no opinion or are not sure.

MATERIALS REQUIRED: Grade 6 test booklets
Grade 6 manual
Answer sheets
Soft-lead pencils and erasers
Scoring key (packaged with test booklets)

ADMINISTRATION DATES: Thursday, April 12, 1984 (April 11 is an alternate date)

There are two options for administering the test.

a) The whole test can be administered on one of the above days, with a break being given to students between the first half (PART I and PART II) and the second half (PART III and PART IV) of the test.

b) The two halves of the test can be given on separate days.

No matter which pattern you choose, it is important that:

- students get a good break between halves of the test.
- students write the test at a time when they are fresh and able to put forth their best effort.

TIME REQUIRED:	Test directions	-	10 minutes
	FIRST PART (PART I)	-	25 minutes
	SECOND PART (PART II)	-	15 minutes
	Break	-	
	THIRD PART (PART III)	-	20 minutes
	FOURTH PART (PART IV)	-	20 minutes

These times are guidelines provided to assist you in planning the test administration. They are based on the average time required by most of the students, who wrote the pilot form of the test, to complete the items. This is not a timed test in which all students must stop writing after the elapse of an exact period of time. If some of your students require a few more minutes to complete a section, give them the time.

FORMAT: FIRST PART, SECOND PART } first sitting

THIRD PART, FOURTH PART } second sitting

The FIRST PART of the test (pages 1 to 14) contains items 1 to 40. These are knowledge questions for which there is one CORRECT or BEST answer. Students are to record their answers to these items on the separate answer sheet.

The SECOND PART of the test (pages 15 to 20) contains items 41 to 85. These are value and attitude items for which there are no correct answers. Rather students are asked to give their opinions about a variety of issues. They are to mark their answers to these items on the separate answer sheet.

The THIRD PART of the test (pages 21 to 37) contains items 101 to 133 as well as two additional items labelled a) and b). These are thinking and research skill questions for which there is one CORRECT or BEST answer. The items have been written so that students should require no content knowledge other than that provided. Students are to mark the answers to items 101 to 133 on the separate answer sheet. Items a) and b) are to be answered on page 37 of the test booklet.

The FOURTH PART of the test (pages 39 to 47) contains items 134 to 182. These are social participation items for which there are no correct answers. Rather students are asked to give their opinions about a variety of issues. They are to mark their answers to these items on the separate answer sheet.

ADMINISTERING THE TEST - GRADE 6

1. Describe the length and purpose of the test to the students by reading aloud to them the following.

   READ ALOUD:

   Students in grade 6 classes in Manitoba are writing this Social Studies test today. The purpose is to find out how well grade 6 students have learned some of the important ideas and skills in Social Studies. The results of this survey will be used to help improve Social Studies instruction in Manitoba schools. The questions in this test may be easy or they may be difficult for you. Regardless of the Social Studies program you have studied, it is important that you answer each question as carefully as you can. Doing the test requires approximately 80 minutes. You will be writing the test in two sittings of about 40 minutes each.

2. Ensure that desks are cleared. Each student should have at least one sharpened soft-lead pencil and an eraser.

3. Instruct students NOT to open their test booklets until told to do so. Distribute test booklets and answer sheets.

4. Instruct students to:
   a) print their names in the boxes provided at the top left hand corner of side 1. Do NOT have them blacken the circles below the letters of their names;
   b) blacken the appropriate circles for sex and grade;
   c) print the test booklet number in the "Identification Number" boxes A-E on the bottom left hand part of the answer sheet. (The booklet number is on the front cover.)
   d) blacken the appropriate circles for the booklet numbers in columns A-E. (Side 1 of a sample answer sheet is reproduced on page 14 of this Manual.)

5. Instruct students to open their test booklets and to print their names and school on the inside front cover. All of the questions except for two (the questions on page 37) will be answered on the answer sheet. Student names on both the test booklet and the answer sheet serve as a check for keeping the answer sheet and booklet together. No other use will be made of the student name by the Department of Education.

FIRST PART

6. Instruct students to open their test booklets to page 1 (this page is reproduced on page 6 of this Manual). Ask them to follow the instructions as you read them aloud. Discuss example question 1 with the students and have them blacken in the answer (E) on the sample answer sheet excerpt on page 1.
   - Verify that students have entered the answer properly.
   - Point out to students that while most questions have five choices, in a few cases they have 2, 3 or 4 choices. The answer sheet has circles for 5 choices for each question. Students must be careful that the letter beside the answer they choose is the same as the letter they blacken on the answer sheet.
   - Inform students that if they wish to change an answer, they must erase their first choice completely.
   - All the questions in this part of the test are to be answered on the answer sheet.
   - There is no penalty for guessing.
7. When you feel that the students understand how to record their answers, ask them to start the FIRST PART. Tell them that they have approximately 25 minutes and that they are to stop and wait for further instructions when they have completed page 14. Whenever they see a stop sign like the one at the bottom of page 1, they are to stop and wait for further instructions.

NOTE: If you think there will be considerable variation among students in completion times, you might consider having them keep a book handy.

NOTE: Be flexible regarding the time allowed for each part of the test but do not wait unnecessarily long for the last few students to finish.

(This is a reproduction of page 1 of the student booklet)

PART ONE

READ THE QUESTION AND ALL THE CHOICES IN A QUESTION BEFORE SELECTING THE BEST ANSWER. MARK ALL ANSWERS ON THE ANSWER SHEET. YOUR TEACHER WILL DO THE FOLLOWING EXAMPLE WITH YOU.

Example (Mark your answer below, not on the answer sheet)

1. When travelling on water, the Native people of the Pacific Coast used

   A. canoes made from birch bark.

   B. umiaks made from seal skins.

   C. light wood boats with sails made of deer skin.

   D. boats made from woven grass and mud.

   E. canoes carved from cedar logs.

	A	B	C	D	E
1	①	②	③	④	⑤

If you wish to change an answer, erase your first choice completely and blacken in your new choice. There is only 1 BEST or CORRECT answer for each question.

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

SECOND PART

8. Instruct students to turn to page 15 of their booklet (which is reproduced at the bottom of this page). Ask them to follow the instructions as you read them. Emphasize that they are being asked to give their opinions and that there are no correct answers.

9. Have the students turn to pages 16 and 17 so that they can work through the examples with you. (The examples from both pages have been reproduced on page 8 of this Manual).

   - The example on page 16 applies only to those items on page 16.
   - The examples on page 17 apply to the rest of the items in the SECOND PART (items 53 to 85).

   Once you are sure the students know how to answer these types of items, point out that;

   - all the items in the SECOND PART are to be answered on the answer sheets.
   - if they are not sure about their opinions, they should choose the undecided option.

10. Tell students that they will have approximately 15 minutes to complete the SECOND PART of the test. When they complete page 20 they are to stop, put their answer sheets in their booklets, and close the booklets. This is the end of the first sitting of the test.

(This is a reproduction of page 15 of the student booklet)

SECOND PART

IN THIS PART OF THE TEST YOU ARE TO GIVE YOUR OPINIONS ABOUT DIFFERENT STATEMENTS PEOPLE HAVE MADE.

REMEMBER THAT YOU ARE NOT LOOKING FOR A RIGHT ANSWER. DIFFERENT PEOPLE HAVE DIFFERENT OPINIONS ABOUT THESE THINGS. PLEASE GIVE YOUR OWN OPINIONS.

YOUR TEACHER WILL DO THE EXAMPLES ON PAGES 16 AND 17 WITH YOU.

THE FIRST QUESTION IN THIS SECTION IS NUMBER 41. BE SURE TO BEGIN WITH NUMBER 41 ON YOUR ANSWER SHEET.

(This is a reproduction of the instructions and the examples on pages 16 and 17 of the student booklet)

(From page 16)

A. There are many different people in Canada. Do you think everyone should have the same rights and freedoms or should some people be treated differently? Please do this example with your teacher.

Example: They should have:	More rights and freedoms than everyone else.	Exactly the same as everyone else.	Fewer rights and freedoms than everyone else.	No rights and freedoms	I don't know.
1. Mailcarriers	A	B	C	D	E
Example: A B C D E 1 ① ② ③ ④ ⑤					

(From page 17)

B. Here are some things people have said about such topics as Canada and its history, and about themselves and other people. You may agree with some of them and disagree with others. Sometimes you will agree or disagree strongly. At other times you may be undecided.

Examples:

1. People should be allowed to smoke in public places.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

2. Video arcades should <u>not</u> be permitted to operate near schools.

A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

Examples:

A B C D E
1. ① ② ③ ④ ⑤

A B C D E
2. ① ② ③ ④ ⑤

THIRD PART

11. This is the beginning of the second sitting. Make sure that students have the necessary materials (a soft pencil and an eraser) and then return their test booklets and answer sheets. Ask students to check in order to be sure that they have both their own booklet and answer sheet.

12. Instruct students to open their booklets to page 21 (this page has been reproduced on page 10 of this Manual) and to follow the instructions as you read them. Emphasize that the questions in this part of the test are skill questions and that the information that is needed to answer them is contained in the maps, graphs, paragraphs, and other sources that the questions are based on. For each question in this part of the test there is one BEST or CORRECT answer.

13. Work through the example (reproduced on page 10 of this Manual) and have students enter the correct answer (c) on the sample answer sheet segment below the question. Once you are sure that they understand how to answer this type of item, point out that;
    - all the items except a) and b) on page 37 are to be answered on the answer sheet.
    - items a) and b) are to be answered on page 37.
    - if they are not completely sure of an answer it is alright to guess.

14. Tell students that they will have approximately 20 minutes to complete this part of the test and that when they finish page 37 they should stop and wait for further instructions.

(This is a reproduction of page 21 from the student booklet)

THIRD PART

IN PART III YOU WILL STUDY A SOURCE OF INFORMATION SUCH AS A PARAGRAPH OR A MAP, AND ANSWER QUESTIONS ON IT. ANSWER NUMBERS 101 TO 133 ON THE REVERSE SIDE OF THE ANSWER SHEET. THE QUESTIONS ON PAGE 37 ARE TO BE ANSWERED IN THIS BOOKLET.

YOUR TEACHER WILL DO THE FOLLOWING EXAMPLE WITH YOU.

Example

Question 1 is based on the following paragraph.

Clifford Sifton, the minister responsible for immigration from 1896 to 1905, said

> I do not care what language a man speaks, or what religion he professes, if he is honest and law-abiding, if he will go on that land and make a living for himself and his family, he is a desirable settler for the Dominion of Canada.

Quoted in Jean Bruce, The Last Best West (Toronto, 1976), p. 18.

1. Sifton appears to have believed that

   A. all immigrants should speak the English language.

   B. all immigrants to the Dominion of Canada should be hard-working European peasants.

   C. as long as immigrants were honest and hard-working, it did not matter what country they came from.

   D. all immigrants to the Dominion of Canada should be religious.

   E. None of the above.

Example

	A	B	C	D	E
1	①	②	③	④	⑤

FOURTH PART

16. Instruct students to turn to page 39 of their booklet (this page has been reproduced on page 12 of this Manual) and ask them to follow the instructions as you read them. Emphasize that they are being asked to give their opinions and that there are no correct answers.

17. There are no sample questions at the beginning of this part of the test. All the items use formats the same as or similar to those used in the previous three parts. Point out to students that;

    - the items on page 42 require a YES or NO answer and that they are to use the A and B columns on their answer sheets to show their answers.
    - the items on page 43 and 44 use the choices VERY OFTEN, OFTEN, SOMETIMES, RARELY, and I DON'T KNOW.
    - all the questions in this part of the test are to be answered on the answer sheet.

18. Tell students that they will have approximately 20 minutes to complete the FOURTH PART of the test. When they have finished they are to close their booklets and place their answer sheets on their booklets.

19. Collect the test booklets and answer sheets and verify that student names appear on both.

For Return of Test Materials, see page 13.

(This is a reproduction of page 39 from the student booklet)

FOURTH PART

IN THIS PART OF THE TEST YOU ARE TO SAY WHAT YOU THINK ABOUT DIFFERENT PROBLEMS AND STATEMENTS.

REMEMBER THAT IT IS YOUR OWN OPINION THAT IS BEING ASKED FOR.

READ THE INSTRUCTIONS WITH EACH SET OF QUESTIONS AND MARK YOUR ANSWERS ON THE ANSWER SHEET. BEGIN ON YOUR ANSWER SHEET AT NUMBER 134.

RETURN OF TEST MATERIALS

If you selected OPTION I - TOTAL PARTICIPATION

1. Provincial Sample. You are to return the answer sheets and the test booklets of students designated for the Provincial Sample to the Curriculum Development and Implementation Branch: Assessment Section. Place the answer sheets in the envelope provided and then place the envelope and the test booklets in the large manilla envelope addressed to the Curriculum Development and Implementation Branch: Assessment Section.

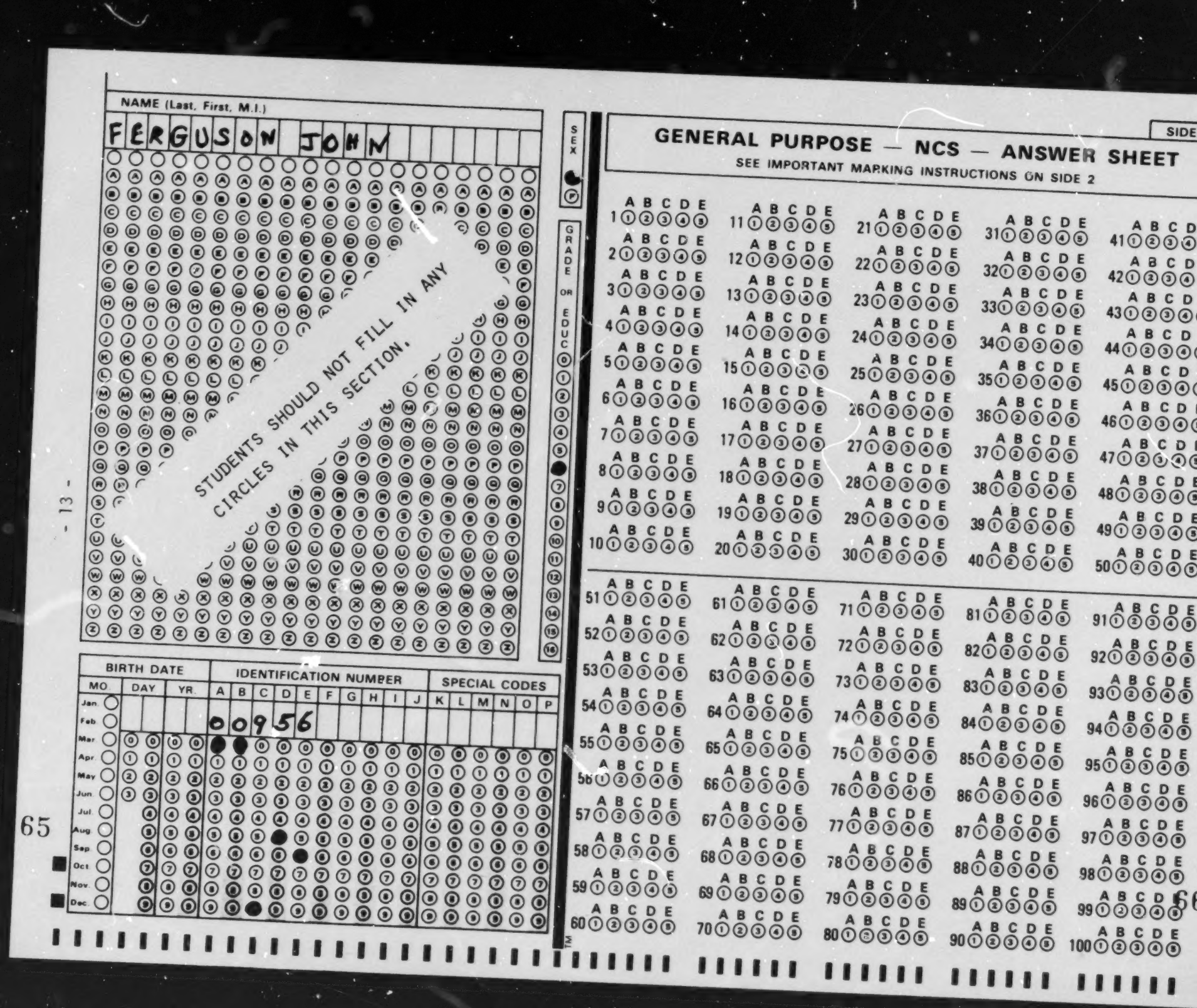
2. If you wish to retain the answers of students indicated in 1 above for your own scoring or for sending to the Management Information Services for scoring, transcribe the student answers onto the exact NCS answer sheets provided. (Xerox copies cannot be scored by computer.)

3. If the Management Information Services Branch of the Department will be scoring the answer sheets for you, use the procedures described on the Management Information Services form for submitting your answer sheets. These have been sent to your principal. A Scoring Key is provided with the test booklets.

   Student Identification. Ensure that the circles for the test "Identification Numbers" are correctly blackened. If you want individual student performance. keep a record of student name and identification numbers; the Management Information Services Branch will distinguish students by test booklet number only.

If you selected OPTION II - SELECTIVE PARTICIPATION

Place student answer sheets in the envelope provided. Then place the envelope and the test booklets in the large manilla envelope addressed to the Curriculum Development and Implementation Branch: Assessment Section. Do not return unused booklets.



NAME (Last, First, M.I.)

FERGUSON JOHN

STUDENTS SHOULD NOT FILL IN ANY CIRCLES IN THIS SECTION.

SEX

GRADE OR EDUC

BIRTH DATE

MO. DAY YR.

IDENTIFICATION NUMBER

A B C D E F G H I J

0 0 9 5 6

SPECIAL CODES

K L M N O P

GENERAL PURPOSE — NCS — ANSWER SHEET

SIDE

SEE IMPORTANT MARKING INSTRUCTIONS ON SIDE 2

- 13 -

65

66

Credits and Acknowledgements

Page 29 (interview) and page 30 (graph)

From New Beginnings; A Social Histroy, Volume 2, by J. Marsh and D. Francis, used by permission of The Canadian Publishers, McClelland and Stewart Ltd., Toronto.

Page 32 (diagram)

From New Beginnings; A Social History, Volume 1, by J. Marsh and D. Frances, used by permission of The Canadian Publishers, McClelland and Stewart Ltd., Toronto.

Page 36 (photographs) (top, c-7911) (bottom, C-5606)

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The Grade Six Assessment contains several items from the Ontario Assessment Instrument Pool, (History : Intermediate Division), developed by the Ministry of Education, Ontario. While some of these items appear in their original form, most have been modified to match the context of the Manitoba assessment.

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 6

SCORING

TM 850 332 (3973)

APRIL 1984

Manitoba
Education

GENERAL SCORING INFORMATION

SCORING

The following information is provided to assist you in analyzing your students' test results.

- Each of the four parts of the test are made up of several subtests. The names of these subtests and the items that belong to each one are identified on pages 2 and 3 of this booklet. In addition, a scoring key is provided on pages 4 and 5.
- Meaningful analysis of the test results requires that the results be grouped into subtests. The charts on pages 2 and 3 are structured to relate item numbers to subtests.

If you chose OPTION 1, TOTAL PARTICIPATION, it is strongly recommended that you take advantage of the free machine scoring service provided by Management Information Services, Manitoba Department of Education. Since many of the items on the test have been scrambled and are not grouped by subtest, re-grouping items into the appropriate subtests is a time consuming task. The machine scoring process will automatically regroup items and provide frequency distributions and means where appropriate. In order to take advantage of this service use the procedures described on the Management Information Services form for submitting your NCS answer sheets for computer scoring. Further details on using this service are contained in the grade six test manual.

KNOWLEDGE (PART I) AND THINKING AND RESEARCH SKILLS (PART III)

The items in these parts of the test have a correct or best answer. The chart provided on page 6 is structured to display the score of each student on each subtest.

VALUE AND ATTITUDE (PART II) AND SOCIAL PARTICIPATION (PART IV)

The items in these parts of the test have no correct response. Rather they require that students express an opinion. It is suggested that you prepare a grid for recording student responses for this part. You can then get a count and/or percentage of different responses for each item. Provincial data will record the percentage of students selecting each option for each item, e.g., 22% chose A, 35% chose B, etc.

GRADE 6

SUBTESTS

OBJECTIVES	ITEM NUMBERS
I KNOWLEDGE	
I.1 First Inhabitants, Exploration and Early Settlement	1 - 11
I.2 Loyalists	12 14
I.3 Red River	15 - 20
I.4 Confederation	21 - 23
I.5 19th Century Western Canada	24 - 33
I.6 20th Century Canada	34 - 40
II VALUES AND ATTITUDES	
II.1 Historical Issues	55, 61, 63, 64, 66, 68, 71, 82, 85.
II.2 Equality of Rights	41 - 52
II.3 Political Rights	62, 65, 78, 84.
II.4 Tolerance	56, 57, 75, 83.
II.5 Individual's Importance	76, 77, 79, 80.
II.6 Sense of Personal Control	59, 67, 72, 81.
II.7 Historical Preservation	53, 60, 70, 74.
II.8 Studying History	54, 58, 69, 73.
III THINKING AND RESEARCH SKILLS	
III.1 Locating Information	101 - 113
III.2 Acquiring Information	117, 118, 120, 121, 123, 128 - 132, b).
III.3 Organizing Information	119, 122, 124.
III.4 Interpreting Information	125, 126, 127, 133, a).
III.5 Evaluating Information	114, 115, 116

OBJECTIVES

IV	SOCIAL PARTICIPATION OBJECTIVES	ITEM NUMBERS
IV.1	Student Initiated Social Participation Items	138 - 146
IV.2	Classroom Social Participation Related Items	147 - 163
IV.3	Group Decision Making	134 - 137
IV.4	Views of Citizenship	
	IV 4.1 Passive view	155, 167, 168, 171.
	IV 4.2 Active view	164, 166, 169, 170.
IV.5	Attitudes toward Social Participation	
	IV 5.1 Low activism	173, 175, 177.
	IV 5.2 High activism	172, 174, 176.
IV.6	Feeling of Competence with respect to Social Participation	178 - 182

SCORING KEY - GRADE 6

ITEM NUMBER	CORRECT ANSWER	SUBTEST	ITEM NUMBER	CORRECT ANSWER	SUBTEST
1	B	I.1	33	D	I.5
2	C	I.1	34	A	I.6
3	D	I.1	35	B	I.6
4	A	I.1	36	D	I.6
5	B	I.1	37	B	I.6
6	D	I.1	38	D	I.6
7	A	I.1	39	E	I.6
8	B	I.1	40	C	I.6
9	E	I.1			
10	A	I.1	101	B	III.1
11	B	I.1	102	A	III.1
12	A	I.2	103	E	III.1
13	E	I.2	104	E	III.1
14	A	I.2	105	C	III.1
15	E	I.3	106	D	III.1
16	B	I.3	107	C	III.1
17	C	I.3	108	A	III.1
18	E	I.3	109	D	III.1
19	D	I.3	110	B	III.1
20	E	I.3	111	E	III.1
21	E	I.4	112	D	III.1
22	D	I.4	113	C	III.1
23	B	I.4	114	A	III.5
24	C	I.5	115	C	III.5
25	C	I.5	116	B	III.5
26	D	I.5	117	C	III.2
27	C	I.5	118	D	III.2
28	D	I.5	119	B	III.3
29	E	I.5	120	D	III.2
30	B	I.5	121	A	III.2
31	D	I.5	122	C	III.3
32	C	I.5	123	D	III.2

ITEM NUMBER	CORRECT ANSWER	SUBTEST	ITEM NUMBER	CORRECT ANSWER	SUBTEST
124	A	III.3			
125	E	III.4			
126	C	III.4			
127	E	III.4			
128	D	III.2			
129	C	III.2			
130	B	III.2			
131	A	III.2			
132	C	III.2			
133	A	III.4			
a)	B	III.4			
b)	* open response see below	III.4			

* b) Some possible answers include

A. Streetcars

B. More large buildings

C. Replacement of board walks with concrete

D. Automobiles

SOCIAL STUDIES ASSESSMENT PROGRAM - GRADE 6

- Final Test Scores - (Subtests and number of items per subtest)

	A. Knowledge Objectives (40 items)						B. Thinking and Research Skill Objectives (35 items)						
STUDENT NAMES	First Inhabitants, exploration and early settelment	Loyalists	Red River	Confederation	19th Century Western Canada	20th Century Canada	Locating Information	Acquiring Information		Organizing Information	Interpreting Information		Evaluating Information
	I.1 11	I.2 3	I.3 6	I.4 3	I.5 10	I.6 7	III.1 13	III.2 10	III.2,b) 1	III.3 3	III.4 4	III.4,a) 1	III.5 3